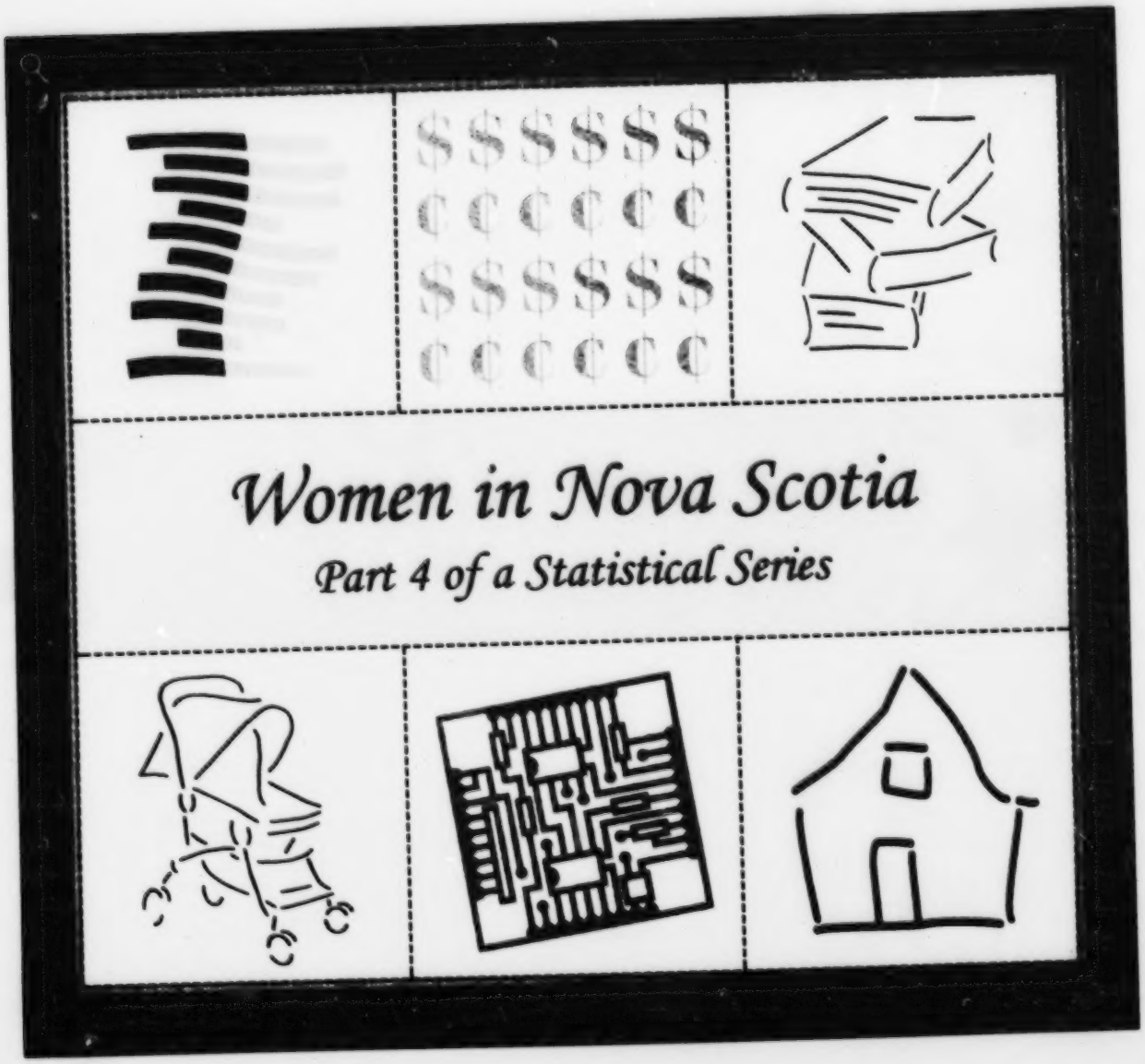
Learners and Teachers:
Women's Education and Training



Women in Nova Scotia

Part 4 of a Statistical Series

Nova Scotia Advisory Council on the Status of Women

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Women's Education and Training

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Nova Scotia Advisory Council
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Nova Scotia Advisory Council on the Status of Women, 2002

About the Council...

The Nova Scotia Advisory Council on the Status of Women was established by provincial statute in 1977. The Council's mandate under the Advisory Council on the Status of Women Act is to advise the Minister Responsible for the Status of Women and to bring forward the concerns of women in Nova Scotia.

The Council's work touches on all areas of women's lives, including...

- ♀ family life
- ♀ economics
- ♀ legal rights
- ♀ sexuality
- ♀ health
- ♀ education
- ♀ paid and unpaid work
- ♀ violence

Council pays close attention to the experiences of women who face barriers to full equality because of race, age, language, class, ethnicity, religion, ability, sexual orientation, or various forms of family status.

We are committed to voicing women's concerns to government and the community through policy research, information services and community liaison. Working cooperatively with women and equality-seeking organizations, our mission is to advance equality, fairness and dignity for all women.

Acknowledgements

The Nova Scotia Advisory Council on the Status of Women gratefully acknowledges the assistance of the Nova Scotia Community College (Institutional Research and Analysis), Nova Scotia Department of Education, Nova Scotia Department of Finance (Statistics Division), and Human Resources and Development Canada (Planning and Evaluation) for sharing of data for this statistical series. Sincere thanks also goes out to all those who read and commented on earlier drafts of this document, including:

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Preface

The purpose of tnis statistical series is to meet the needs of a wide range of audiences for statistics describing the situation of women in Nova Scotia. Ready access to statistical information on important aspects of women's lives such as family, education, paid and unpaid work, income, and health meets many different needs. For instance, requests for statistical information make up a significant proportion of all requests for service made to our resource centre. Policy makers, educators, students, and many other individuals and organizations are frequent users of such information. Current statistical information is essential to provide advice to government about policies and programs that affect women.

In 1990, the Nova Scotia Women's Directorate published Women in Nova Scotia: A Statistical Handbook, a synthesis of facts and figures. The first edition of Women in Nova Scotia was an overwhelming success. Audiences ranging from government policy makers, women's organizations, educators, students, and the media made frequent and varied use of the materials. Due to the continuing high demand, a second edition of Women in Nova Scotia was released in 1995 with updated statistics and an easier-to-read format.

The current series, therefore, marks the third "edition" of Women in Nova Scotia. The change to a series rather than handbook format will allow for a greater frequency of publication. As with previous editions, this series has been designed to provide easy access to facts and figures about women in Nova Scotia. Considerable effort has been made to use the most up-to-date statistics available as well as to present data on the wide diversity of women in Nova Scotia, including young women, older women, Black and other racially-visible women, Aboriginal women, and women with disabilities whenever such data were available. The array of topics covered has now expanded to include a section on women's health, well-being and personal safety in addition to the sections on demography and family life, education, paid and unpaid work, and income/poverty that have been included in previous editions. Additionally, all sections of the current series will be made available in PDF format on the Advisory Council's website (http://www.gov.ns.ca/staw/). These changes and the resulting statistical series will appeal to an even wider audience and will be of use to many individuals and organizations.

Introduction

Women as Learners

In the last twenty to twenty-five years, women in Nova Scotia have made tremendous progress with respect to their educational attainment and participation in post-secondary education. Between 1976 and 1996, the proportion of Nova Scotian women with university degrees more than doubled while the proportion of women with less than grade 9 decreased by more than half. Unlike in the past, the educational attainment of young Nova Scotian women (25-29 year-olds) now exceeds that of young men.

Fewer girls and even fewer boys are withdrawing from junior high schools in the province. Withdrawals from senior high schools have also shown slight declines in recent years. Girls continue to have higher high school completion rates than boys but the gap between the sexes is narrowing.

Women now comprise the majority (58%) of full-time university undergraduates in the province and half of full-time graduate-level students. In 1999, close to two-thirds (65%) of Nova Scotian women aged 18-21 were full-time university undergraduates compared to 46 percent of men the same age. These figures are substantially higher than those for Canada as a whole. In 1998/99, women received 60 percent of the Bachelor degrees, 55 percent of the Master's degrees and 38 percent of Ph.D. degrees granted in the province.

Women's enrolment in law and medicine has doubled since 1976. Women now outnumber or equal the number of men in undergraduate programs in science, medicine, law, and commerce/business administration in Nova Scotia. Despite considerable advancement since the mid-seventies, women remain under-represented in engineering and applied science in Nova Scotian universities, both at the undergraduate and graduate level. Women are also under-represented in graduate-level programs in math and physical sciences and in community college

information technology and technology and trades programs. Given today's increasingly knowledge-based economy, measures must be taken to encourage women's enrolment in these fields of study. In this way, we both ensure that women are keeping pace with the rapid technological advancements that are part of modern-day life and that the Nova Scotian labour force remains viable and competitive.

While women as a whole have made significant gains in education over the past couple of decades, certain groups of women remain marginalized with respect to education and general equality. Most notably, Black women, Aboriginal women living on-reserve, and women with disabilities have substantially lower educational attainment than Nova Scotian women as a whole. Movement towards general equality must address the specific educational needs and work towards removing barriers to education for these groups of women. Female lone-parents are also educationally disadvantaged in comparison to married mothers. Improved access to education is required by all of these groups.

Adult Education and Job-Related Training

Women in Nova Scotia are not as likely to participate in job-related education and training unless they already have high levels of education. While women with university degrees are somewhat more likely (55% versus 45%) to participate in job-related training than men with university degrees, the same does not apply to women with lower levels of education. Women who have only a high school education or less are not nearly as likely to participate in job-related training as men with similar levels of education.

The sources of financial support that women and men avail themselves of to participate in adult education are different. Overall, men are more likely than women to receive financial support for training from employers, governments, and union/professional organizations. Women, on the other hand, are more likely to rely on themselves or their families for financial support for adult education and training[1].

Women are extremely under-represented in Nova Scotia's apprenticeship training programs. Only 5 percent of active apprentices in the province are women and only 2.4 percent of apprenticeship certificates issued in the past five years have been issued to women.

Women as Educators

Compared to women's advancement as learners, women's advancement as educators, though evident, is not nearly as dramatic.

In the year 2000, women comprised more than two-thirds of Nova Scotia's primary and secondary teachers but just over one-third of vice-principals and principals. These figures present very little change from 1975.

Women have made some gains as public school system administrators in Nova Scotia. Women now comprise the majority (57%) of system consultants and slightly more than a third of supervisors. Despite considerable gains in the last decade, women are still very much under-represented in higher-level administrative positions. In the year 2000, women made up only one quarter of assistant superintendents and only 17 percent of superintendents in Nova Scotia's public education system.

Women now comprise approximately one third of educators/faculty at both the Nova Scotia community college and universities in the province. As is the case with female learners, the proportion of faculty that are female varies considerably depending on the field of study. Women are most highly represented as faculty in education, humanities, and health professions. As is the case with female learners, female faculty have the poorest representation in engineering/applied sciences and math/physical sciences.

Female faculty in Nova Scotia are much less likely to be full professors than male faculty (16% verus 44%) and are much more likely to be ranked lower than associate professors than male faculty (47% versus 19%).

Education, Employment, and Income

Employment rates increase with educational attainment for both women and men. When you look at the working-aged population as a whole, women and men with university degrees have very high employment rates (84% and 90%, respectively). Women with low levels of education, on the other hand, are much less likely to be employed than men with low levels of education. In 2001, only 29 percent of women with less than grade 9 were employed compared to 54 percent of men with less than grade 9.

Similarly, women's economic security appears to be tied to educational attainment more so than it is for men. Across all educational groups, females earn less than their male counterparts. Women must achieve much higher educational attainment to earn a living wage than do men. On average, women must have a university certificate or diploma (below bachelor level) before their earnings surpass those of men who have less than a high school education. As was discussed in *Money Matters*, several factors contribute to the gender wage gap. These include the type of occupations that women enter, the hours of paid work that women do compared to men, and the hours of unpaid work in the home. A significant portion of the wage gap remains statistically unexplained.

Over the past two decades, Nova Scotian women's educational attainment has increased substantially.

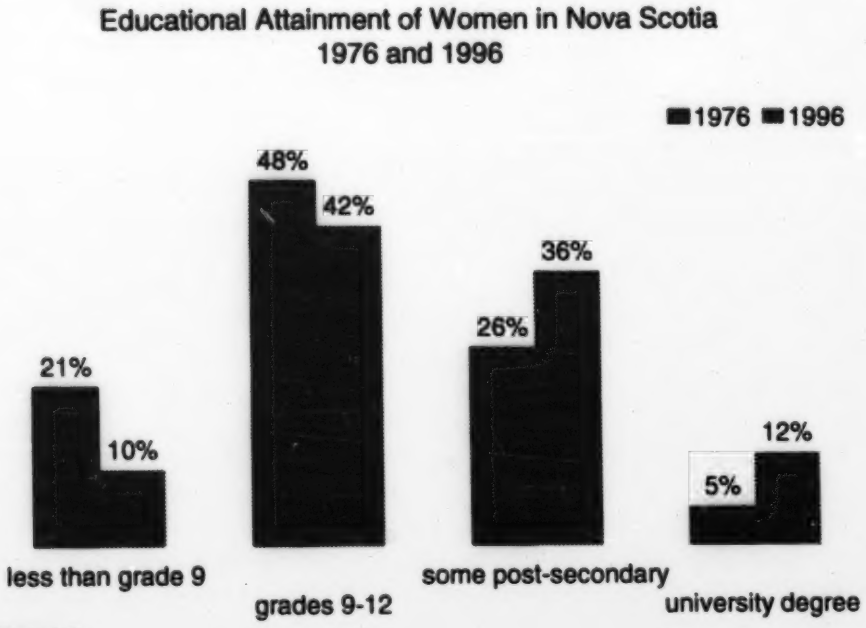


Figure 1.

- In 1976, close to 70 percent of Nova Scotian women aged 15 years and over had only an elementary or secondary education and just 5 percent of women had a university degree.
- By 1996, we see that substantially fewer women in the province (52%) had only an elementary or secondary education and that the proportion of women with university degrees had more than doubled to 12 percent.

Young women in Nova Scotia now have higher levels of educational attainment than do young men.

Educational Attainment of 25-29 Year-Olds by Sex
Nova Scotia, 1990 and 1998

	females		males	
Educational Attainment	1990	1998	1990	1998
less than high school	20%	11%	27%	18%
high school graduate	28%	25%	23%	24%
college and trade graduate	35%	37%	30%	34%
university graduate	17%	27%	19%	24%

Table 1.

- Though, historically, males have had higher educational attainment levels than women, the reverse trend is now evident among Nova Scotia's young adults.
- In 1998, only 11 percent of Nova Scotian women aged 25-29 had less than a high-school education compared to 18 percent of males the same age.
- 64 percent of young women were post-secondary graduates compared to 58 percent of young men.

The educational attainment of older women in Nova Scotia has increased.

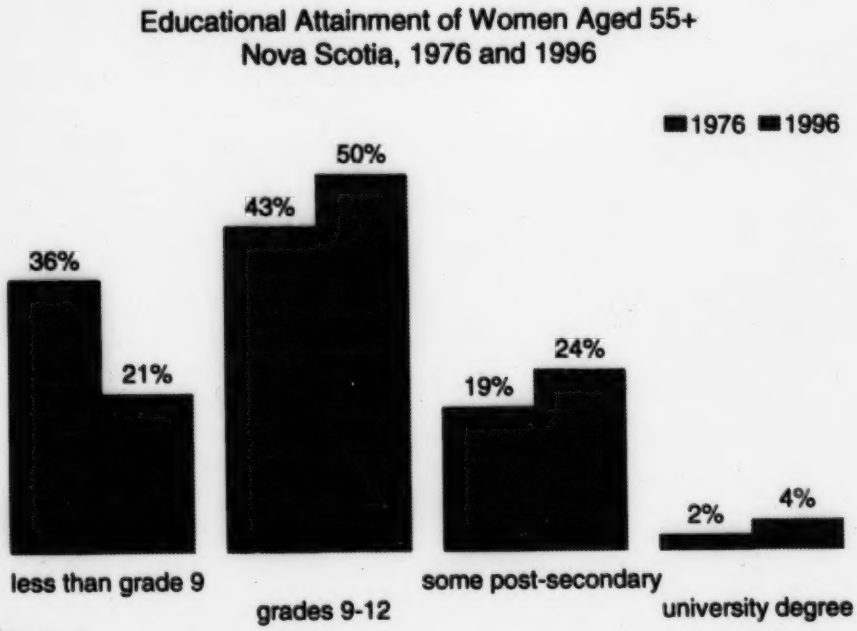


Figure 2.

- The number of older women with less than a grade 9 education declined from 36 percent to 21 percent between 1976 and 1996.
- The proportion of older women with university degrees doubled from 2 to 4 percent between in this time period.

Though racially visible women as a group have high levels of education, Black women in Nova Scotia have lower educational attainment than women who are not racially visible.

Women's Educational Attainment by Ethno-Cultural Background
Nova Scotia, 1996

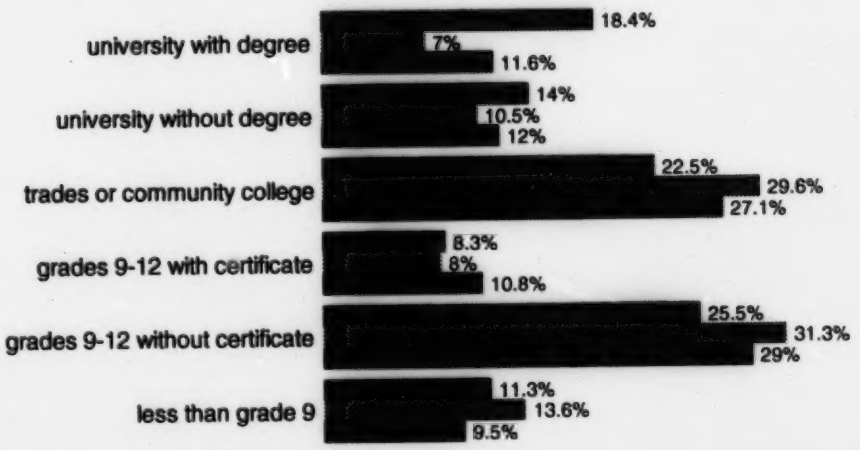


Figure 3.

- When all racially visible Nova Scotian women are considered as a group, their educational qualifications are substantially higher than those of women who are not racially visible.

- 18.4 percent of racially visible women have a university degree compared to 11.6 percent of women who are not racially visible.

- Black women considered separately, however, have considerably lower educational attainment than either all racially visible women or women who are not racially visible. Proportionately fewer Black women have university degrees and they are somewhat more likely to have very low levels of education (less than grade 9).

Immigrant women, especially those recently immigrated, have very high levels of education.

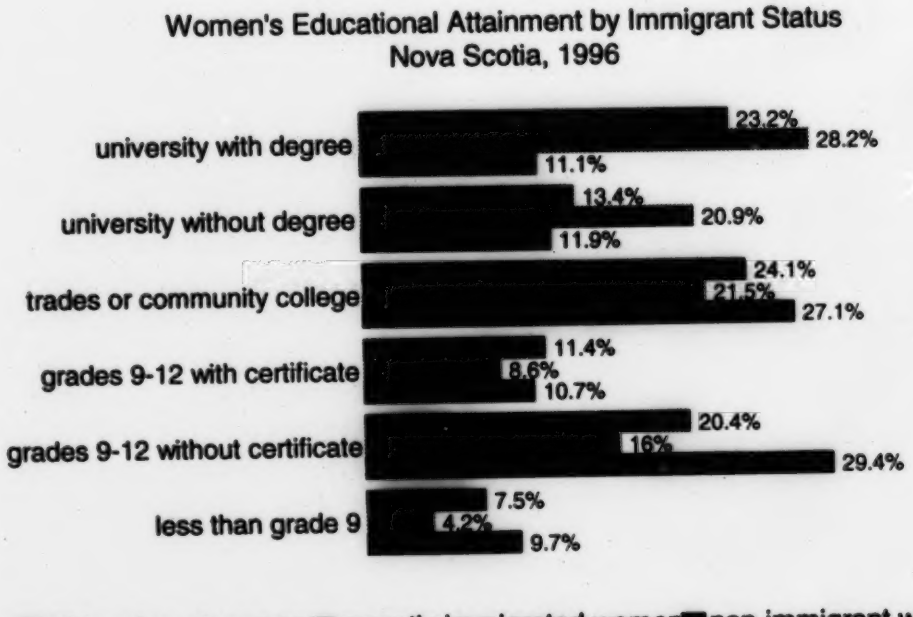


Figure 4.

- Immigrant women, especially those who recently immigrated to Canada have considerably higher levels of education than non-immigrant women.
- 28.2 percent of recently immigrated women and 23.2 percent of all immigrant women have university degrees compared to 11.1 percent of non-immigrant women in Nova Scotia.
- Recently immigrated women are also less likely than non-immigrant women to have very low levels of education (less than grade 9).

Aboriginal women, especially those living on-reserve tend to have lower levels of education.

Figure 5.

- Aboriginal women living off-reserve have educational qualifications that are similar to non-Aboriginal women.
- Aboriginal women living on-reserve tend to have lower levels of education.
- Aboriginal women living on-reserve are less likely to have a university degree than either Aboriginal women living off-reserve or non-Aboriginal women (6%, 9% and 12% respectively). 19% of Aboriginal women living on-reserve have less than grade 9 compared to 13% of Aboriginal women living off-reserve and 9% of non-Aboriginal women.

Women with disabilities are educationally disadvantaged.

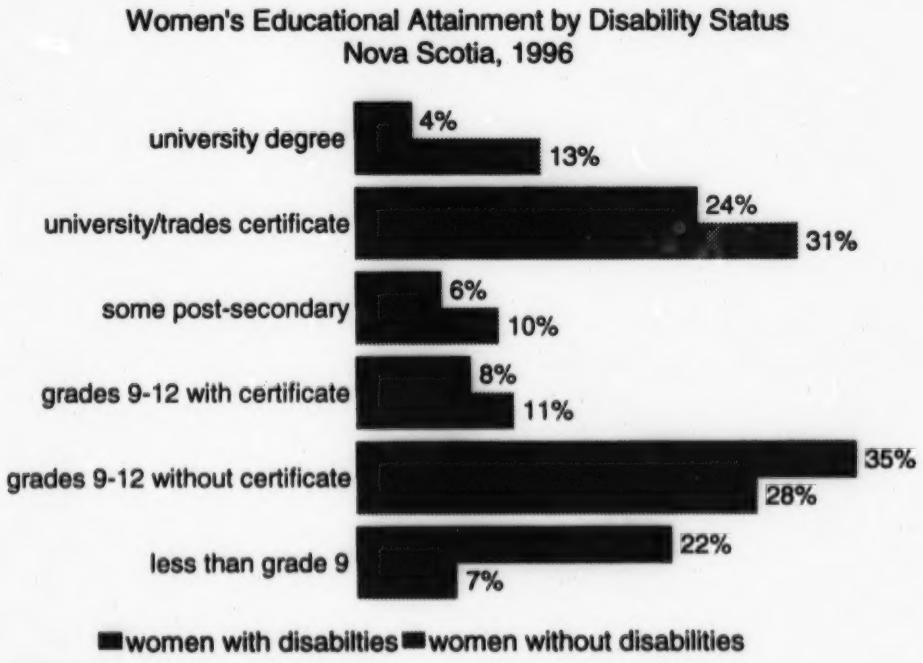


Figure 6.

- Only 4 percent of women with disabilities in Nova Scotia have a university degree compared to 13 percent of women who do not have disabilities.
- Women with disabilities are also much more likely to a have very low levels of education. 22% of women with disabilities have less than grade 9 compared to 7% of women without disabilities.
- Women with disabilities report that obstacles to their education include: negative attitudes, physical inaccessibility, lack of funding for support services, lack of technical aids, and poor quality of education[2].

Single mothers have considerably lower levels of education than married mothers.

Educational Attainment of Female Parents by Family Status
Nova Scotia, 1996

Figure 7.

- In comparison to married mothers, single mothers in Nova Scotia have considerably lower educational attainment[3].
- 42 percent of single mothers have not graduated from high school compared to 27 percent of married mothers.
- Only 10 percent of single mothers have university degrees compared to 18 percent of married mothers.
- Studies indicate that the odds of going to university are drastically reduced (by close to 80%) if the student has dependent children[4].

Fewer girls and many fewer boys are withdrawing from junior high school than they did in the past.

Number of Withdrawals from Junior High School by Sex
Nova Scotia, 1986 to 1999

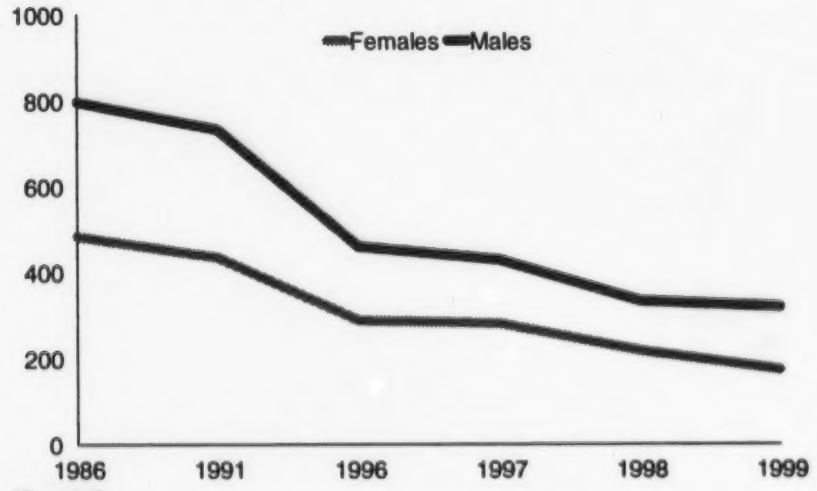


Figure 8.

- In 1985/86, 797 boys and 484 girls withdrew from junior high schools in Nova Scotia.
- By 1998/99, these numbers had decreased substantially to 319 boys and 174 girls.
- Between 1985/86 and 1998/99, the number of junior withdrawals decreased by 60 percent for males and 64 percent for females.

After increases in the late '80s, withdrawals from senior high school have also shown a small decline in recent years.

Number of Withdrawals from Senior High School by Sex
Nova Scotia, 1986 to 1999

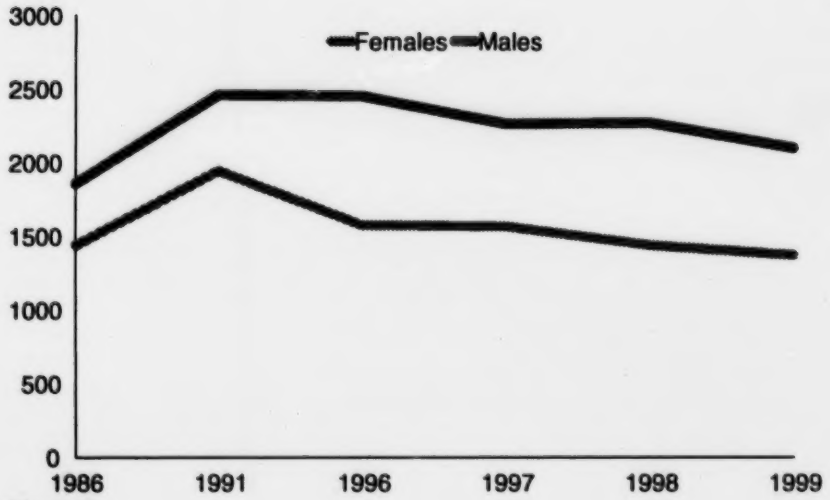


Figure 9.

- After peaking in the early '90s, withdrawals from senior high schools have shown a slow but steady decline over the past few years.
- In 1990/91, 2458 males and 1944 females withdrew from senior high schools in the province. By 1998/99, these numbers had declined to 2094 males and 1369 females.
- Between 1990/91 and 1998/99, the number of senior withdrawals declined by approximately 15 percent for males and 30 percent for females.

Although more girls than boys complete high school, boys are starting to catch up.

High School Completion Rates of 19-20 Year-Olds by Sex
Nova Scotia, 1991 and 1998

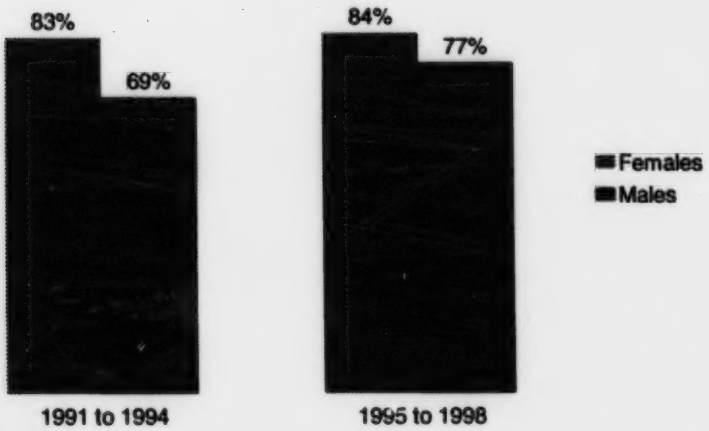


Figure 10.

- Between 1991 and 1994, 83 percent of 19-20 year old females in Nova Scotia had completed high school compared to 69 percent of males the same age.
- Between 1995 and 1998, 84 percent of 19-20 year old females in Nova Scotia had completed high school compared to 77 percent of 19-20 year old males.
- Though high school completion rates remain higher for females than for males, the gap between the sexes in relation to high school completion is narrowing.

Women's full-time university undergraduate enrolment now surpasses men's.

Full-Time Undergraduate University Enrolment by Sex
Nova Scotia, 1975/76 and 1998/99

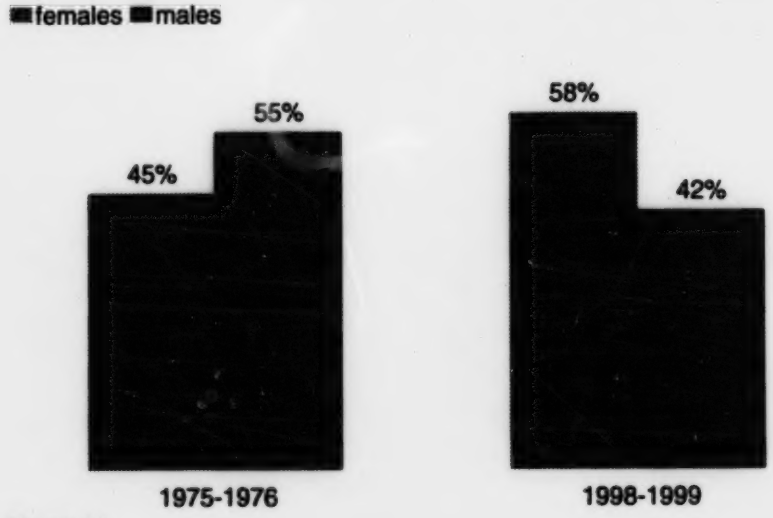


Figure 11.

- In 1975/76, women made up 45 percent of full-time university undergraduates in the province.
- By 1998/99, women comprised the majority (58%) of full-time university undergraduates in Nova Scotia.

Women also comprise the majority of part-time university undergraduates.

Part-Time Undergraduate University Enrolment by Sex
Nova Scotia, 1975/76 and 1998/99

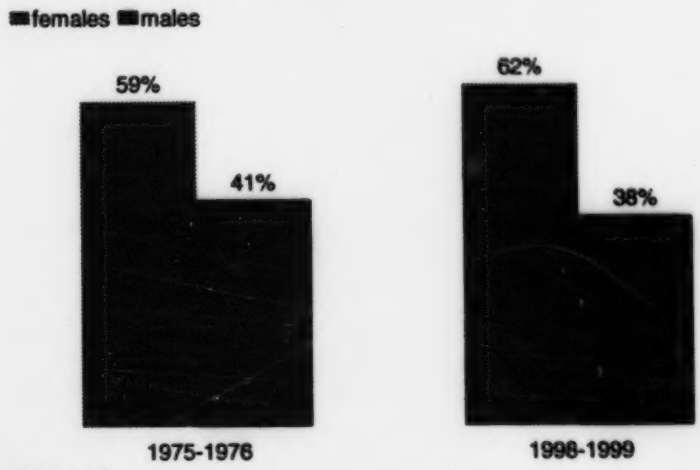


Figure 12.

- As has traditionally been the case, women also comprise the majority of part-time university undergraduates.
- In 1998/99, women made up 62 percent of all part-time university undergraduates.
- As with almost all other provinces in Canada, part-time enrolment has declined over the past ten years while full-time enrolment has increased slightly.

Close to two-thirds of Nova Scotian women aged 18-21 were full-time university undergraduate students in 1999.

Proportion of Population Aged 18-21
Pursuing Full-Time Undergraduate Studies by Sex
Nova Scotia and Canada, 1976 and 1999

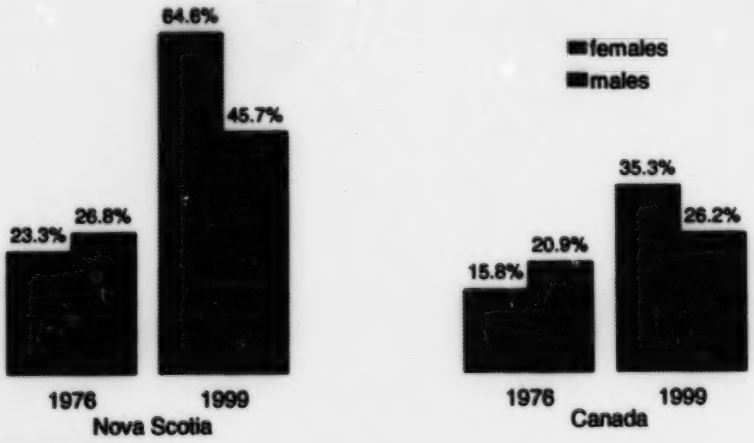


Figure 13.

- A high proportion of young Nova Scotians are pursuing a university education.
- In 1999, 64.6 percent of Nova Scotian women and 45.7 percent of Nova Scotian men aged 18-21 were full-time undergraduate students.
- In comparison, 35.3 percent of Canadian women and 26.2 percent of Canadian men aged 18-21 were full-time undergraduate students in 1999.

Women now comprise half of full-time and close to two-thirds of part-time graduate students in Nova Scotia.

Full-Time Graduate University Enrolment by Sex
Nova Scotia, 1975/76 and 1998/99

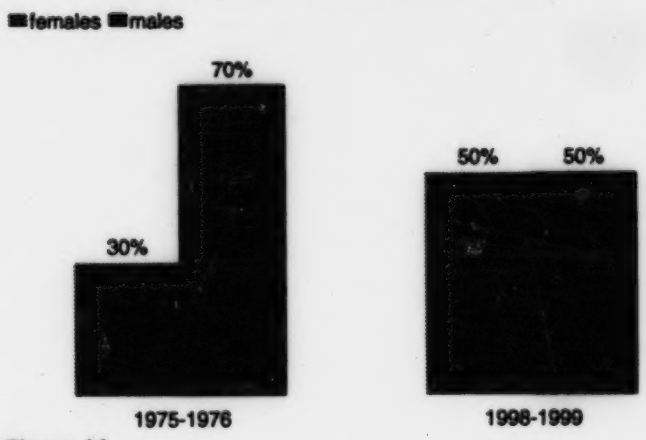


Figure 14.

In 1975/76, women comprised 30 percent of full-time graduate students in Nova Scotia. By 1998/99, women made up fully half of full-time graduate students in the province.

Part-Time Graduate University Enrolment by Sex
Nova Scotia, 1975/76 and 1998/99

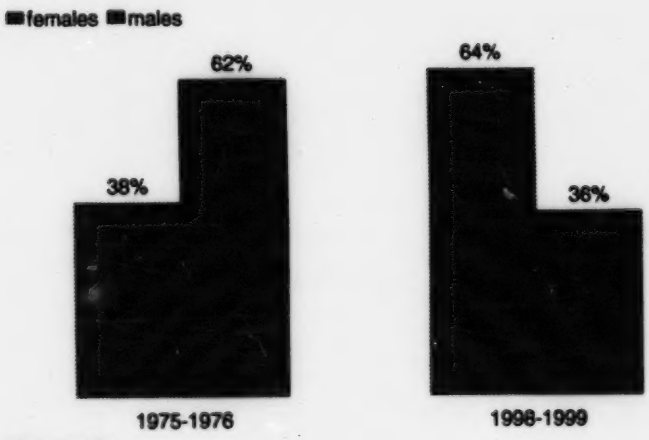


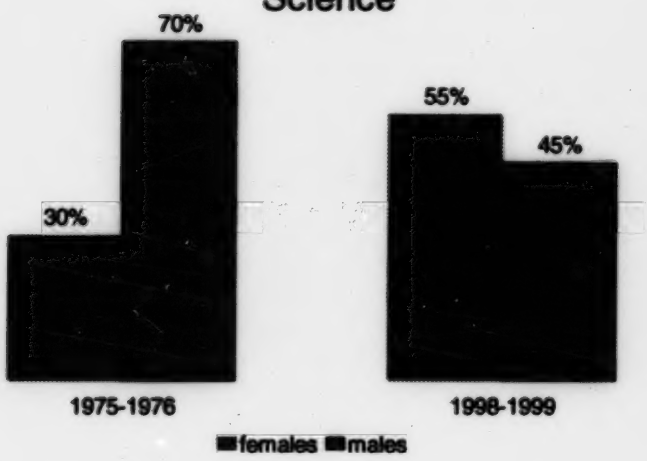
Figure 15.

The proportion of part-time graduate students who are female increased from 38 percent in 1975/76 to 64 percent in 1998/99.

Women in Nova Scotia now outnumber or equal the number of men in science, medicine, law, and commerce/business administration undergraduate programs.

Full-Time Undergraduates by Field of Study and Sex
Nova Scotia, 1975/76 and 1998/99

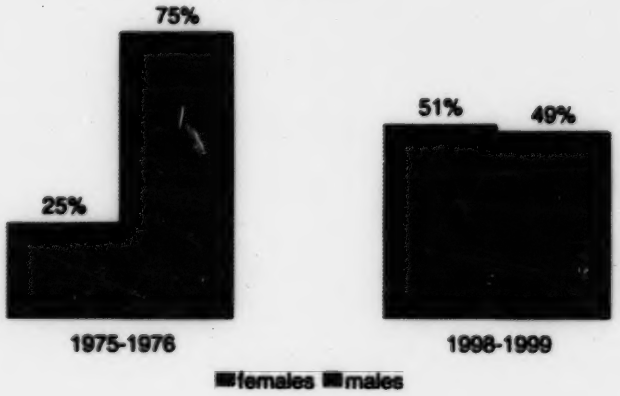
Science



Women now outnumber men in undergraduate science programs in Nova Scotia. Women's enrolment in science programs increased from 30 percent to 55 percent between 1975/76 and 1998/99.

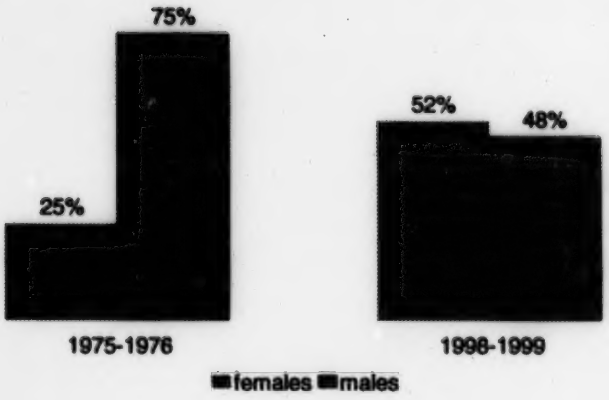
Women in Nova Scotia have doubled the proportion of their enrolment in medicine over the past 25 years. Women now comprise half (51%) of medical students in the province.

Medicine



Full-Time Undergraduates by Field of Study and Sex
Nova Scotia, 1975/76 and 1998/99, continued...

Law



Women have also doubled their representation in the study of law over the past 25 years. Women now comprise slightly more than half (52%) of law students in Nova Scotia.

Enrolment of women in undergraduate commerce and business administration programs has increased substantially over the past 25 years. Women now comprise 55% of students in these university programs.

Commerce/Business Administration

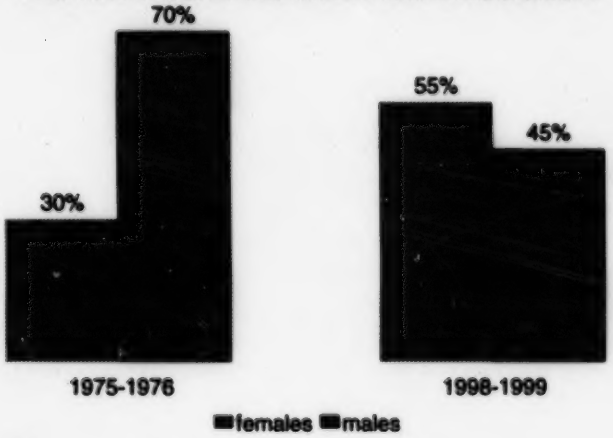


Figure 16.

Women remain under-represented in engineering and applied science.

Full-Time Undergraduates by Field of Study and Sex
Nova Scotia, 1975/76 and 1998/99

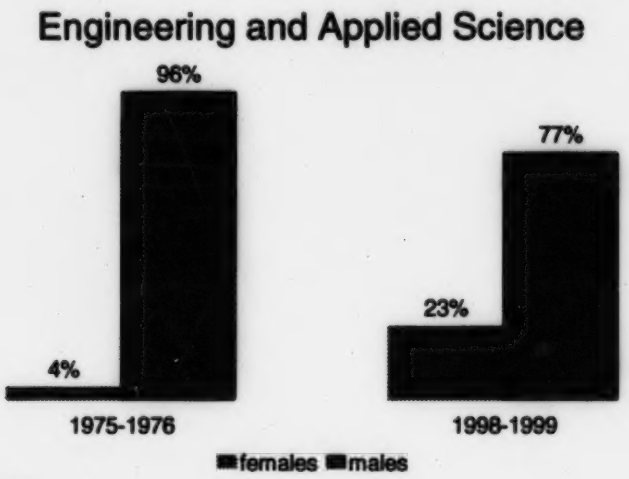


Figure 17.

- In 1975/76, women comprised only 4 percent of full-time students in engineering and applied sciences in Nova Scotia. By 1998/99, the proportion of engineering students that were women had increased to 23 percent.

- Though women have clearly made some progress towards equality in the study of engineering and applied sciences, they still comprise less than a quarter of students in these fields.

The proportion of women in graduate programs has increased dramatically.

Proportion of Female Full-Time Graduate Students by Field of Study
Nova Scotia, 1975/76 and 1998/99

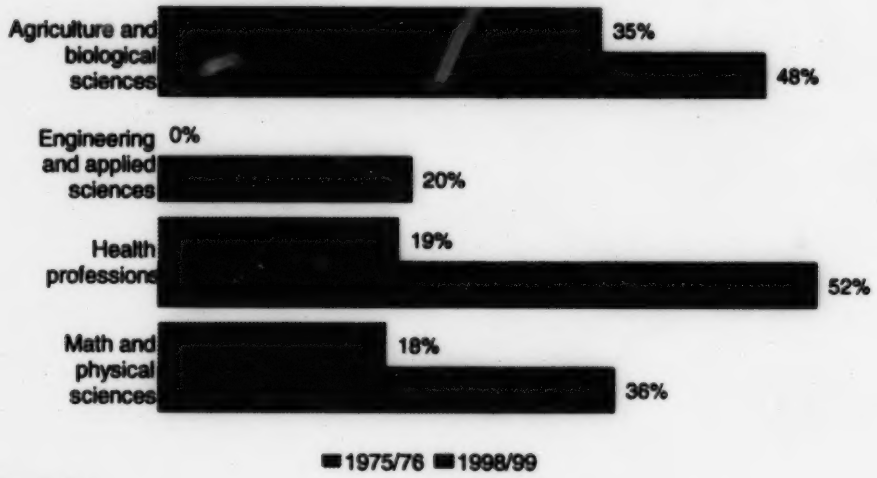


Figure 18.

- Women's enrolment in university graduate programs has also increased substantially.
- Women now comprise slightly more than half (52%) of graduate-level students in the health professions and close to half (48%) of graduate students in agriculture and the biological sciences.
- As is the case with undergraduates, women are still very much under-represented in graduate-level engineering and applied science programs. In 1998/99, women only made up 20 percent of graduate students in these programs, up from 0 percent in 1975/76.

Women in Nova Scotia received the majority of both Bachelor's and Master's degrees granted in 1998/99.

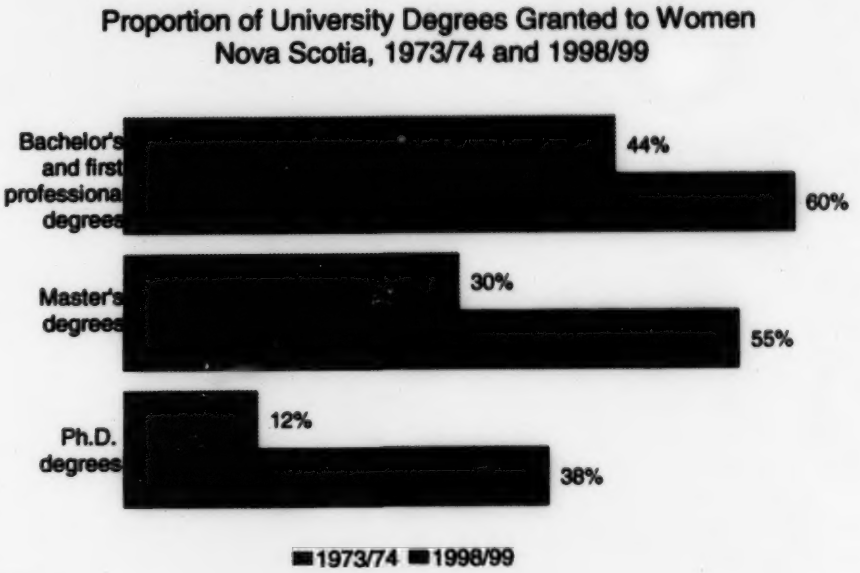


Figure 19.

- In 1998/99, women received 60 percent of Bachelor's degrees and 55 percent of Master's degrees granted in Nova Scotia.
- While the majority of Ph.D. degrees (62%) were granted to men, the proportion of Ph.D. degrees granted to women has more than tripled (from 12% to 38%) over the past 25 years.

Women comprise close to half of community college students in Nova Scotia but are under-represented in information technology and trades programs.

Community College Programs by Sex
Nova Scotia, 2001-2002

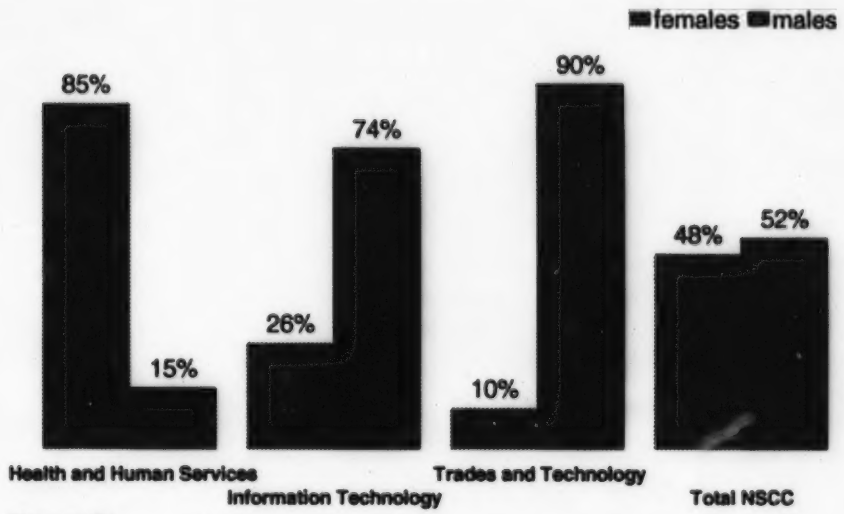


Figure 20.

- In 2001/2002, women comprised close to half (48%) of community college students in Nova Scotia.
- There is considerable variation in women's enrolment by type of program, hence NSCC campuses which are primarily technology focused have smaller female enrolement.
- Women are over-represented in health and human services but are under-represented in information technology and trades and technology where they only make up 26 percent and 10 percent of students, respectively.

The majority of university students with student loans are female.

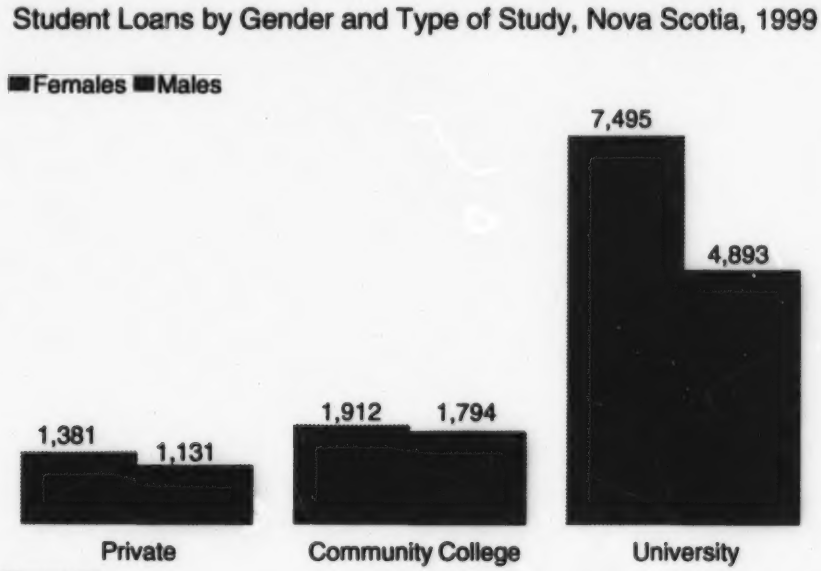


Figure 21.

- Given that women's post-secondary enrolment now outnumbers men's, it is not surprising that the majority of those receiving student loans are also women.
- Although females and males attending community college and private post-secondary institutions are about equally likely to receive student loans, the majority (61%) of university students who receive loans are women.
- Overall, women's and men's average student loan debts are about the same. In 1999, women's average student loan debt in Nova Scotia was $15,078 , while men's was $13,904.
- Overall, the proportion of post-secondary graduates (male and female combined) who borrowed for their education decreased from 67% to 50% between 1986 and 1995[5].

Women comprise more than two-thirds of elementary/secondary teachers in Nova Scotia but only about one third of vice-principals and principals.

Women as Proportion of Elementary/Secondary Educators
Nova Scotia, 1975 and 2000

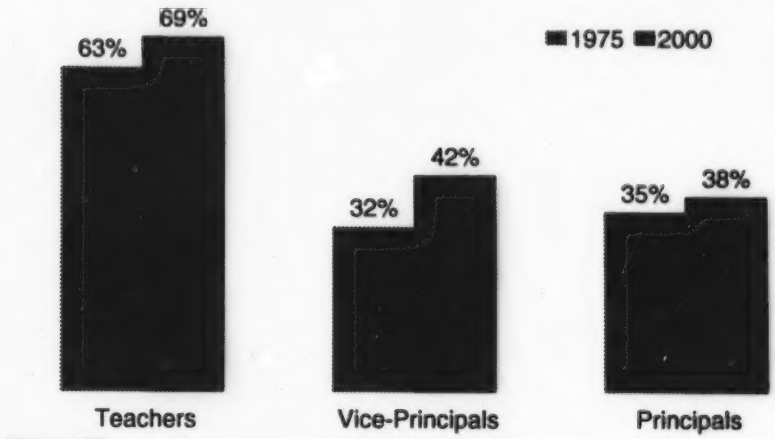


Figure 22.

- In 2000, women comprised more than two-thirds (69%) of elementary and secondary school teachers in the province. This is very similar to the proportion of teachers that were female in 1975 (63%).

- Women are much less well-represented as vice-principals and principals. Though there have been slight increases since 1975, women currently make up only 42 percent of vice-principals (up from 32%) and 38 percent of principals (up from 35%).

Women remain under-represented in higher-level school administrative positions in Nova Scotia.

Women as Proportion of School Administrators
Nova Scotia, 1991 and 2000

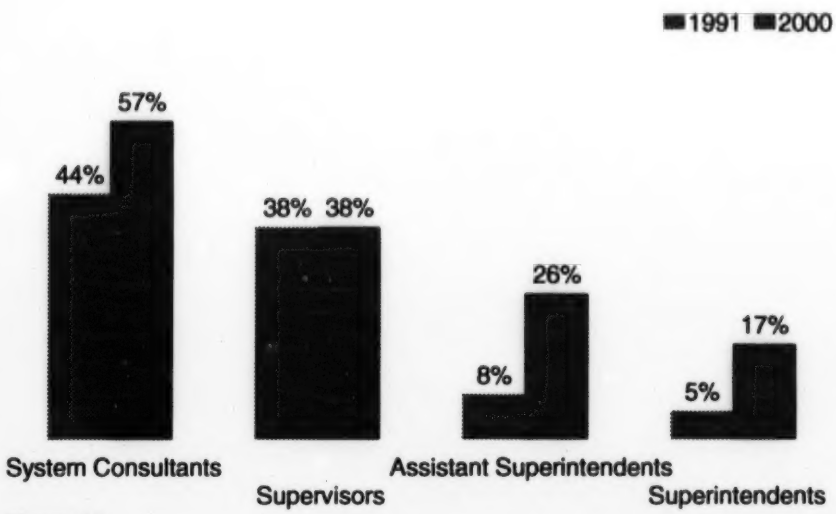


Figure 23.

- Though women now make up the majority (57%) of education system consultants in the province, they are very much under-represented in higher-level administrative positions in education.
- As was the case close to ten years ago, women comprise 38 percent of supervisors in education.
- Despite considerable gains in the past ten years, women comprise only 26 percent of assistant superintendents and 17 percent of superintendents in Nova Scotia's public education system.

Women now comprise just over one third of community college faculty in Nova Scotia.

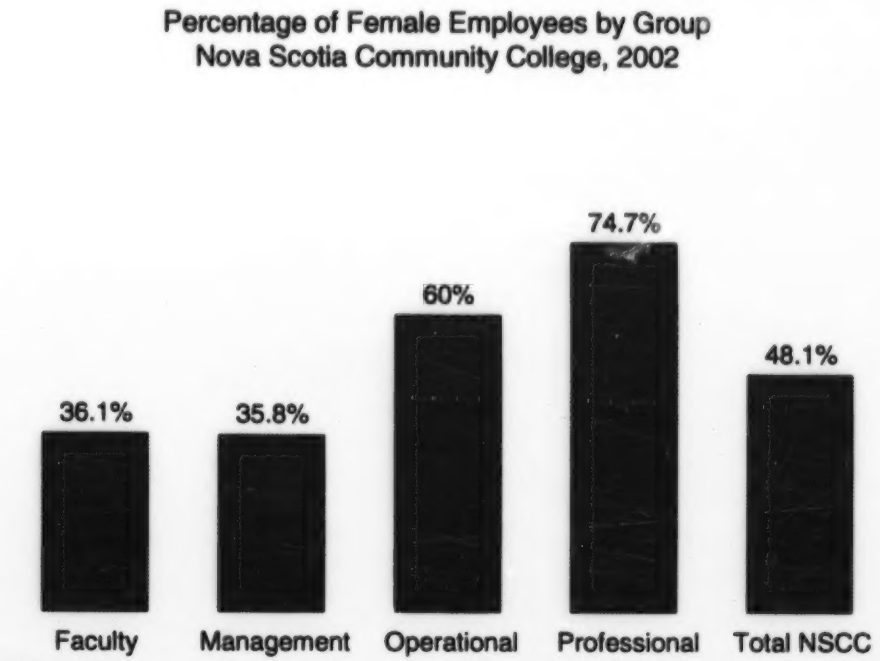


Figure 24.

- In 2002, women comprised 36.1 percent of community college faculty in the province.
- Women make up only 35.8 percent of management positions such as deans, department heads, managers and directors at the community college.
- Women make up the majority of operational and professional staff at the college and also comprise the majority of auxiliary, casual, and part-time employees.

Women also currently make up a third of university educators in the province.

Proportion of University Educators that are Female
Nova Scotia, 1976-77 and 1998-99

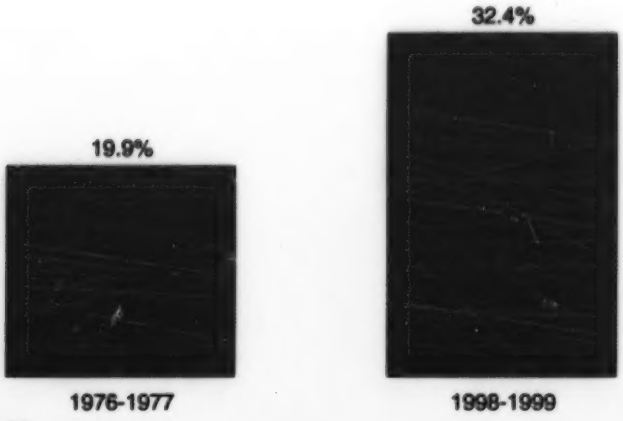


Figure 25.

- As was the case with community colleges, women now comprise approximately one-third (32.4%) of university educators in the province.
- There is considerable variation in the proportion of female faculty depending on the field of study.

As is the case with female students, the proportion of female university faculty varies considerably by field of study.

Women as Proportion of University Faculty by Field of Study
Nova Scotia, 1976/77 and 1998/99

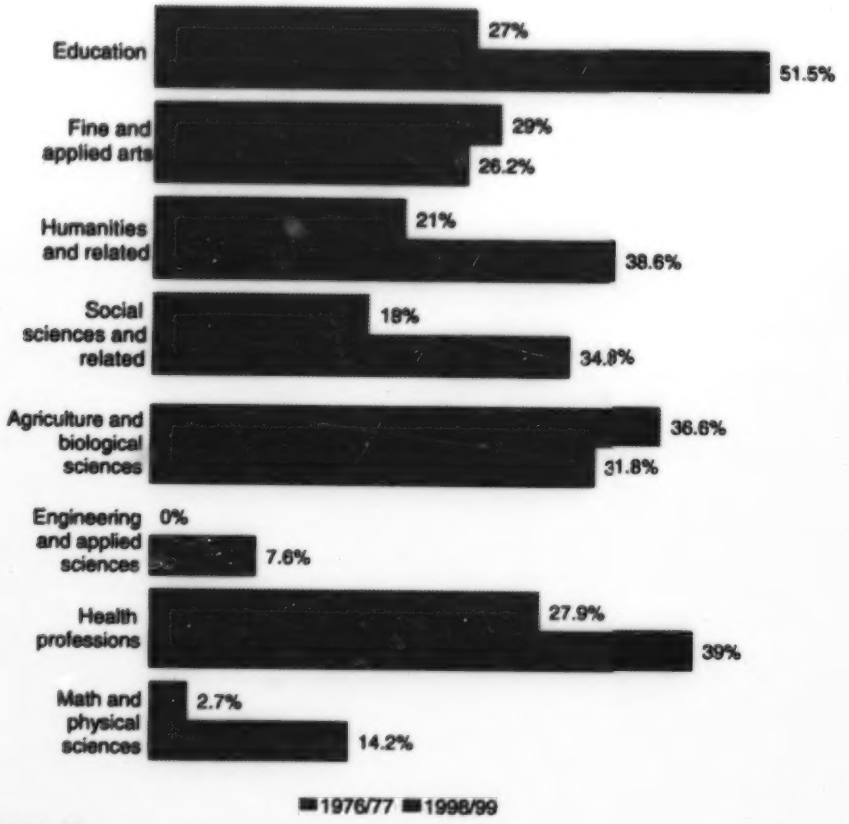


Figure 26.

- There has been considerable advancement of women as faculty in a number of fields, most notably education, social sciences, and health professions.
- Women are still very much under-represented in engineering and applied sciences and in math and physical sciences.

Close to half of all full-time female university faculty in Nova Scotia are in positions ranking below associate professor.

Ranking of University Faculty by Sex
Nova Scotia, 1997/98

Figure 27.

- While the largest proportion (44%) of male faculty in Nova Scotia are full professors, only 15.7 percent of female faculty in the province are full professors. This is almost double the proportion of female faculty that were full professors in 1987/88 (8%).

- Most female faculty in the province (46.5%) are in positions that are ranked below associate professors, while only 18.8 percent of male faculty are in these positions. In 1987/88, 60 percent of female faculty in the province were in positions ranked below associate professors.

Women are not as likely as men to participate in job-related training unless they already have high levels of education.

Participation in Job-Related Education and Training
by Sex and Educational Attainment
Nova Scotia, 1997

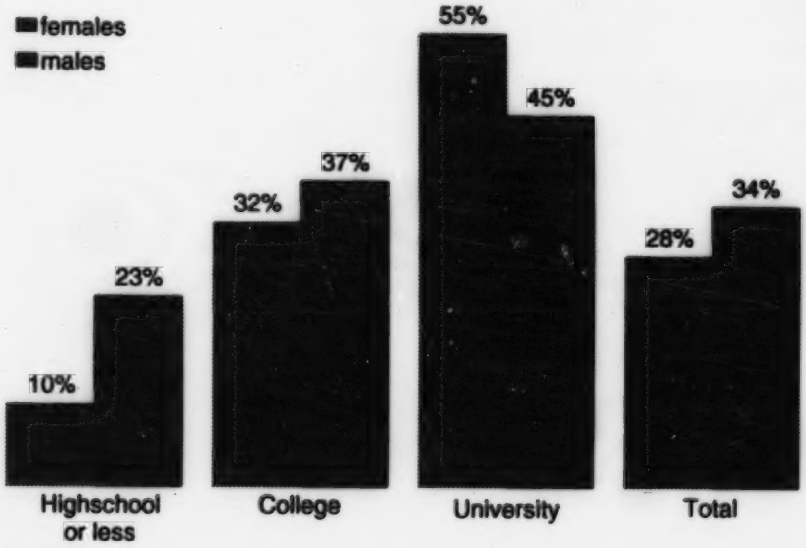


Figure 28.

- While women who have a university education are somewhat more likely to participate in job-related education and training than their male counterparts, the same does not apply to women with lower levels of educational attainment.

- Women who have only a high school education or less are not even half as likely (10% versus 23%) to participate in job-related education and training than are men with high school or less.

Women are extremely under-represented in Nova Scotia's apprenticeship training programs.

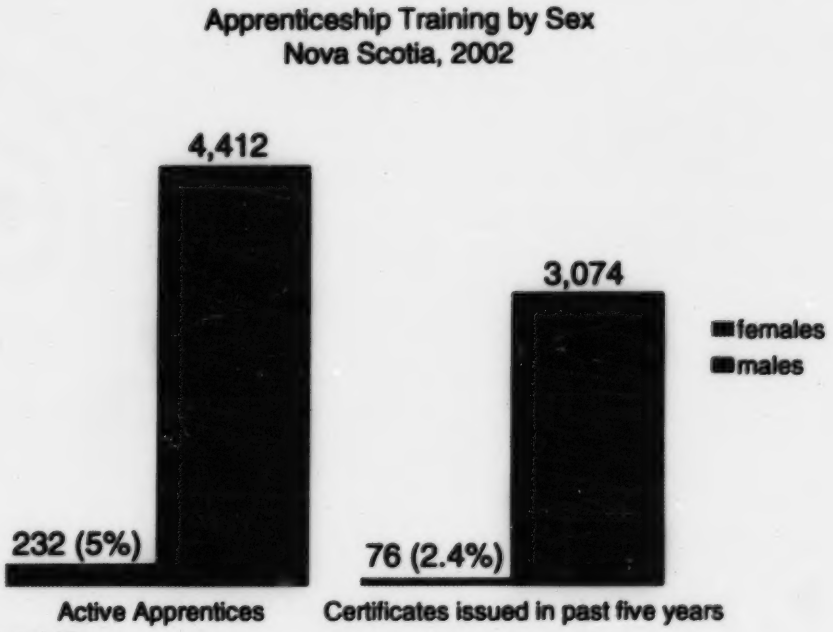


Figure 29.

- Currently, there are 232 women who are active apprentices. Women make up only 5 percent of active apprentices in the province. 66% of active female apprentices are cooks, 6% are industrial electricians, 6% are carpenters, 4% are plumbers, 3% are steamfitters/pipefitters and 3% are construction electricians.

- Of the 3,074 apprenticeship certificates issued in the past five years, only 76 (2.4%) were issued to women. The large majority of apprenticeship certificates issued to women in the past five years (between 60 and 80% each year) have been for cooking programs.

A high level of education is linked to higher employment rates for both men and women.

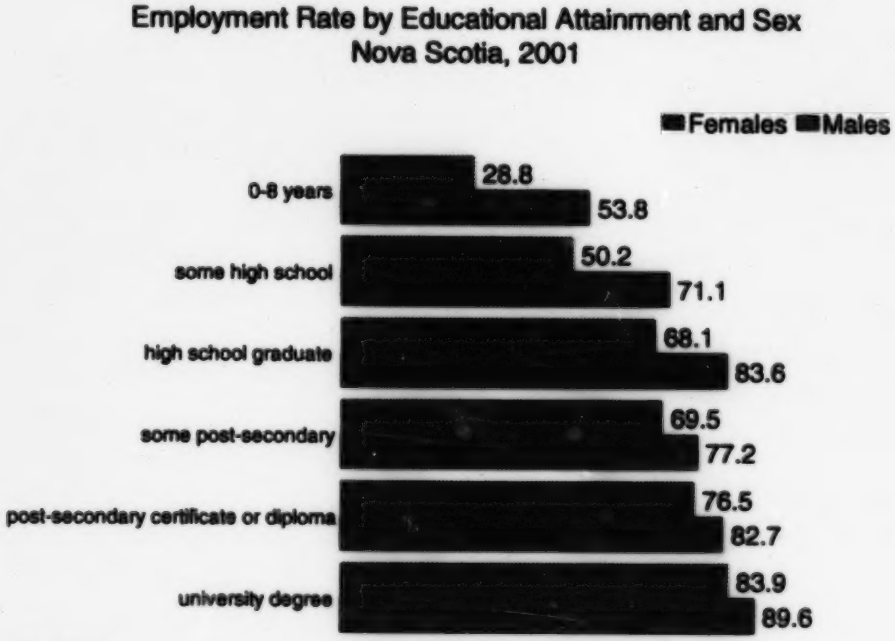


Figure 30.

- Higher levels of educational attainment are linked to higher employment rates for both men and women.
- Men with lower levels of educational attainment (high school or less) have considerably higher employment rates than women with comparable levels of education.

Across all educational groups, women earn significantly less than their male counterparts.

Average Annual Employment Income for Full-Year, Full-Time Earners
by Educational Attainment and Sex
Nova Scotia, 1995

Highest Level of Schooling	Men	Women
Earned doctorate	$65,258	$48,167
Master's degree	$57,576	$44,991
Medical degree	$105,011	$67,548
University certificate or diploma above bachelor level	$51,785	$37,916
Bachelor's degree	$48,131	$33,641
University certificate or diploma below bachelor level	$40,074	$31,188
Other non-university certificate or diploma	$37,518	$25,470
Trades certificate or diploma	$33,337	$22,391
High school graduation certificate	$33,395	$23,068
No degree, certificate or diploma	$29,394	$18,535

Table 2.

- Depending on their educational attainment, women are earning, on average, between 63 percent and 78 percent of what men with comparable levels of education are earning.

- On average, women must have a university certificate or diploma (below bachelor level) before their earnings surpass those of men who have no degree, certificate or diploma.

Sources

Figure 1.
Educational Attainment of Women in Nova Scotia, 1976 and 1996
Source: Statistics Canada, 1996 Census, Table 93F0028XDB96002

Figure 2.
Educational Attainment of Women Aged 55+
Nova Scotia, 1976 and 1996
Source: Statistics Canada, 1996 Census, Table 94F0009XDB96141

Figure 3.
Women's Educational Attainment by Ethno-Cultural Background
Nova Scotia, 1996
Source: Statistics Canada, 1996 Census, table 94F0009XDB96003

Figure 4.
Women's Educational Attainment by Immigrant Status
Nova Scotia, 1996
Source: Statistics Canada, 1996 Census, table 94F0009XDB96192

Figure 5.
Women's Educational Attainment by Aboriginal Status
Nova Scotia, 1996
Source: Statistics Canada, 1996 Census, HRDC custom tabulation

Figure 6.
Women's Educational Attainment by Disability Status
Nova Scotia, 1996
Source: Statistics Canada, 1996 Census, Table 94F0009XDB96001

Figure 7.
Educational Attainment of Female Parents by Family Status
Nova Scotia, 1996
Source: Statistics Canada, 1996 Census, HRDC custom tabulation

Figure 8.
Number of Withdrawals from Junior High School by Sex
Nova Scotia, 1986 to 1999
Source: Nova Scotia Department of Education, Statistical Summary, 1999-2000

Figure 9.
Number of Withdrawals from Senior High School by Sex
Nova Scotia, 1986 to 1999
Source: Nova Scotia Department of Education, Statistical Summary, 1999-2000

Figure 10.
High School Completion Rates of 19-20 Year-Olds by Sex
Nova Scotia, 1991 and 1998
Source: Statistics Canada, Education Indicators in Canada, 1999, table 4.8

Figure 11.
Full-Time Undergraduate University Enrolment by Sex
Nova Scotia, 1975/76 and 1998/99
Source: Statistics Canada, Catalogue No. 81-229 (1975-76 and 2000).

Figure 12.
Part-Time Undergraduate University Enrolment by Sex
Nova Scotia, 1975/76 and 1998/99
Source: Statistics Canada, Catalogue No. 81-229 (1975-76 and 2000).

Figure 13.
Proportion of Population Aged 18-21
Pursuing Full-Time Undergraduate Studies by Sex
Nova Scotia and Canada, 1976 and 1999
Source: Statistics Canada, Catalogue No. 81-229 (1975-76 and 2000).

Figure 14.
Full-Time Graduate University Enrolment by Sex
Nova Scotia, 1975/76 and 1998/99
Source: Statistics Canada, Catalogue No. 81-229 (1975-76 and 2000).

Figure 15.
Part-Time Graduate University Enrolment by Sex
Nova Scotia, 1975/76 and 1998/99
Source: Statistics Canada, Catalogue No. 81-229 (1975-76 and 2000).

Figure 16.
Full-Time Undergraduates by Field of Study and Sex: Science, Medicine, Law, and Commerce/Business Administration.
Nova Scotia, 1975/76 and 1998/99
Source: Statistics Canada, Catalogue No. 81-229 (1975-76 and 2000).

Figure 17.
Full-Time Undergraduates by Field of Study and Sex: Engineering and Applied Science.
Nova Scotia, 1975/76 and 1998/99
Source: Statistics Canada, Catalogue No. 81-229 (1975-76 and 2000).

Figure 18.
Proportion of Female Full-Time Graduate Students by Field of Study
Nova Scotia, 1975/76 and 1998/99
Source: Statistics Canada, Catalogue No. 81-229 (1975-76 and 2000).

Figure 19.
Proportion of University Degrees Granted to Women
Nova Scotia, 1973/74 and 1998/99
Source: Statistics Canada, Catalogue No. 81-229 (1975-76 and 2000).

Figure 20.
Community College Programs by Sex
Nova Scotia, 2001-2002
Source: Nova Scotia Community College

Figure 21.
Student Loans by Gender and Type of Study, Nova Scotia, 1999
Source: Nova Scotia Department of Education

Figure 22.
Women as Proportion of Elementary/Secondary Educators
Nova Scotia, 1975 and 2000
Source: Statistics Canada, Catalogue No. 81-229 (1975-76) and Nova Scotia Department of Education, Statistical Summary, 1999-2000.

Figure 23.
Women as Proportion of School Administrators
Nova Scotia, 1991 and 2000
Source: Nova Scotia Department of Education, Statistical Summary, 1999-2000.

Figure 24.
Percentage of Female Employees by Group
Nova Scotia Community College, 2002
Source: Nova Scotia Community College, Institutional Research and Analysis

Figure 25.
Proportion of University Educators that are Female
Nova Scotia, 1976-77 and 1998-99
Source: Canadian Association of University Teachers

Figure 26.
Women as Proportion of University Faculty by Field of Study
Nova Scotia, 1976/77 and 1998/99
Source: Canadian Association of University Teachers

Figure 27.
Ranking of University Faculty by Sex
Nova Scotia, 1997/98
Source: Statistics Canada, Education Indicators in Canada, 1999, Table 3.6

Figure 28.
Participation in Job-Related Education and Training
by Sex and Educational Attainment
Nova Scotia, 1997
Source: Statistics Canada, Education Indicators in Canada, 1999, table 3.20

Figure 29.
Apprenticeship Training by Sex
Nova Scotia, 2002
Source: Nova Scotia Department of Education, Apprenticeship and Trades Qualifications

Figure 30.
Employment Rate by Educational Attainment and Sex
Nova Scotia, 2001
Source: Statistics Canada, Labour Force Survey, data provided by Nova Scotia Department of Finance, Statistics Division.

Table 1.
Educational Attainment of 25-29 Year-Olds by Sex
Nova Scotia, 1990 and 1998
Source: Statistics Canada, Education Indicators in Canada, Table 2.8

Table 2.
Average Annual Employment Income for Full-Year, Full-Time Earners
by Educational Attainment and Sex
Nova Scotia, 1995
Source: Statistics Canada: 1996 Census, Table 94F0009XDB96017.

Endnotes

[1] Source: Statistics Canada and Human Resources Development Canada, A Report on Adult Education and Training in Canada: Learning a Living, Catalogue no. 81-586-XIE, tables 1.14a to 1.14d.

[2] Source: *Women Willing to Work*: A report by the Task Force on Economic Integration of Women with Disabilities in Nova Scotia, 1993.

[3] Results from a longitudinal study of mothers and their children in Nova Scotia (Family Mosaic Research Project) indicate that differences in educational attainment between married and lone-parent mothers are linked to the manner in which women become lone parents. "Those mothers who became lone parents through divorce had essentially the same educational qualifications as those mothers who were continuously married throughout the time their children were growing up. By contrast, those mothers who were lone parents at the time their first child was born had much lower levels of education than did either their continuously married or divorced counterparts." Source: Dechman, Margaret (2000). *The Family Mosaic: Educational Profiles of Mothers - A Longitudinal Study of Lone-parent and Two-parent Families.* Nova Scotia Department of Community Services.

[4] Source: Statistics Canada, *Education Quarterly Review*, 1999, Catalogue no. 81-003, Vol. 5, no.3.

[5] Source: Statistics Canada and Council of Ministers of Education, Canada. *Education Indicators in Canada: Report of the Pan-Canadian Education Indicators Program, 1999*, Table 3.30.

Technical Notes

Undergraduate enrolment:
Includes university students in bachelor's and first professional degree programs, undergraduate diploma and certificate programs, and non-university courses offered in universities. (Statistics Canada, *Education in Canada*, Catalogue no. 81-229).

Graduate enrolment:
Includes students in master's and doctoral degree programs or in graduate diploma and certificate programs. Full-time graduate enrolment also includes hospital residents and interns. (Statistics Canada, *Education in Canada*, Catalogue no. 81-229).

University fields of study:

Agriculture and biological sciences:
Includes agriculture, biology, household science, veterinary medicine, and zoology

Education:
Includes education and physical education

Engineering and applied sciences:
Includes architecture, landscape architecture, engineering, and forestry

Health professions:
Includes dental studies and research, medical studies and research, nursing, pharmacy, and rehabilitation medicine

Humanities:
Includes history and languages

Mathematics and physical sciences:
Includes chemistry, geology, mathematics, computer science, and physics (Statistics Canada, *Education in Canada*, Catalogue no. 81-229).

Employment Rate: (employment/population ratio)
Number of employed persons expressed as a percentage of the population 15 years of age and over. The employment rate for a particular group (age, sex, marital status, province, etc.)is the number employed in that group expressed as a percentage of the population for that group. (Statistics Canada, *Guide to the Labour Force Survey*, Catalogue no. 71-543-GIE).

Racially Visible: Refers to the 1996 Census variable Visible Minority Population which includes the following population groups:

- Total Visible Minority Population
- Black
- South Asian
- Chinese
- Korean
- Japanese
- Southeast Asian
- Filipino
- Arab/West Asian
- Latin American
- Visible Minority, n.i.e.
- Multiple Visible Minority
- All others (including persons who self-identify as Aboriginal and those not considered to be part of a visible minority group).

Aboriginal: Refers to those persons who reported identifying with at least one Aboriginal group, ie., North American Indian, Métis, or Inuit and/or those who reported being a Treaty Indian or a Registered Indian as defined by the Indian Act of Canada and/or who were members of an Indian Band or First Nation.

Immigrant: Refers to people who are or have been landed immigrants in Canada. A landed immigrant is a person who has been granted the right to live in Canada permanently by immigration authorities. Some immigrants have resided in Canada for a number of years while others are recent arrivals. Most immigrants are born outside Canada, but a small number were born in Canada.

Disability Status: Refers to the limitation in the kind or amount of a person's activity (at home, school/work or other) because of a long-term physical condition, mental condition, or health problem.

N.B. The Health and Activities Limitation Survey (HALS) was not conducted in 1996 as was done in 1991. The available data on disability obtained from the 1996 Census may be more prone to error than that from the 1991 HALS.

Nova Scotia Community College, Employee Group Definitions:

Faculty: All full-time and auxiliary teaching staff

Management: Executive and academic management functions, eg., deans, department heads, managers, directors

Operational: Administrative support, maintenance, technical services, and general staffing functions

Professional: Academic support staff, eg., librarians, student services officers, registrar

Use of 1996 Census Data:

1996 Census data was used when more recent data were unavailable. Graphs based on 1996 data will be updated in the Spring of 2003 when 2001 Census data on education becomes available.